

## **Chapter Ten**

### **Testing Policies, Administration, and Security**

It is important to note that the information in this chapter applies to all state-required assessments, including ISTEP+, ECAs, IREAD-3, ISTAR, NAEP, and WIDA, unless otherwise noted.

#### **Section 1: Communication from the Indiana Department of Education**

*Part A: DOE Online*

*Part B: Test Coordinator Corner (in Learning Connection)*

#### **Section 2: Indiana Department of Education (IDOE) Monitoring of School Corporations/Charter Schools/Accredited Nonpublic Schools/ Choice Schools**

#### **Section 3: Opt-Out Guidance**

#### **Section 4: Roles**

*Part A: Test Examiners*

*Part B: Proctors*

*Part C: School Test Coordinators*

*Part D: Corporation Test Coordinators*

#### **Section 5: Formal Training for Staff and Testing Security and Integrity Agreement**

#### **Section 6: Test Administration**

*Part A: Before Testing*

*Part B: During Testing*

*Part C: After Testing*

#### **Section 7: Guidance for Specific Categories of Students**

*Part A: Foreign Exchange Students*

*Part B: Limited English Proficient Students and Federal Flexibility*

*Part C: Students with Temporary Conditions that Affect Ability to Take Test*

*Part D: Students with Health-Related Concerns*

*Part E: Illness During Testing*

*Part F: Students with Medical Emergencies During Testing*

*Part G: Medical Exemption for Accountability*

*Part H: Homebound Students*

*Part I: Nonpublic Schools and Home-Schooled Students*

*Part J: Suspended Students*

*Part K: Expelled Students*

*Part L: Students in Alternative Schools/Programs or Private Residential Treatment Facilities*

*Part M: Students in Correctional Facilities*

**Section 8: Scoring and Reporting**

*Part A: Scoring Process of the Applied Skills Assessment Books*

*Part B: Aggregate Test Results and Special Accommodations*

*Part C: Test Results*

*Part D: Requesting a Rescore of a Student's Test*

**Section 9: Test Security**

*Part A: Overview*

*Part B: Secure Materials*

*Part C: Test Security Violations*

*Part D: Required Local Test Security Policy*

*Part E: Fidelity and Integrity: Requirements and Potential Consequences*

## **Section 1: Communication from the Indiana Department of Education**

### ***Part A: DOE Online***

Corporation Test Coordinators (CTCs) must review contact information in DOE Online for accuracy annually by the designated date. CTCs must ensure all contact information listed in DOE Online for the CTC is up to date. When contact information has changed, the CTC must ensure DOE Online is updated promptly. In the event that a change in CTCs occurs, the departing CTC or the Superintendent (public schools) or School Leader (charter schools, Choice Schools, and accredited nonpublic schools) must update DOE Online with the contact information for the new CTC.

Ensuring CTC contact information in DOE Online is accurate is critical because key assessment updates and guidance from the Office of Student Assessment are distributed using the contact information from DOE Online.

### ***Part B: Test Coordinator Corner (in Learning Connection)***

Corporation Test Coordinators must join the Test Coordinator Corner community in the Learning Connection to access assessment resources and key information.

## **Section 2: Indiana Department of Education (IDOE) Monitoring of School Corporations/Charter Schools/Accredited Nonpublic Schools/Choice Schools**

The IDOE will utilize two methods to monitor school implementation of test administration and test security procedures. Both desktop and onsite monitoring will be conducted by the IDOE during the school year. School corporations selected for desktop monitoring will be notified a maximum of two weeks prior the deadline for documentation submission. School corporations selected for onsite monitoring will not receive prior notification.

## **Section 3: Opt-Out Guidance**

Every student attending a public, charter or accredited nonpublic school in Indiana must take the required Indiana assessments to graduate (i.e., the Algebra I ECA and English I0 ECA) or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2). As with any test, additional consequences for failing to participate in a statewide assessment, and procedures to manage students who refuse to participate, should be determined at the local school level.

Finally, school administrators should be aware that section 1111(b)(2)(I)(ii) of the federal No Child Left Behind Act requires all students be assessed academically in mathematics and reading, and for purposes of adequate yearly progress (AYP), participation rates in statewide assessments must be at least 95 percent for all groups of students. The Indiana Administrative Code enforces this requirement by requiring that points be deducted from a school's performance and improvement category scores if the school fails to assess at least 95 percent of its students. This score determines a school's performance

and improvement grade. Thus, students' failure to take Indiana's assessments may result in a lower A-F accountability grade.

NOTE: IDOE will direct all parent inquiries regarding Opt-Out to local level schools.

## **Section 4: Roles**

### ***Part A: Test Examiners***

The assessment is to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license.

Test examiners **MUST NOT** answer questions about specific test items, but they may repeat initial test session directions as described in the Examiner's Manual.

Test examiners should be thoroughly familiar with the administration of the test and with the procedures to be followed during testing. This includes:

- Studying the *Examiner's Manuals* (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the *Code of Ethical Practices and Procedures* (in *Appendix A* of this manual); and
- Reading all applicable portions of the current *Indiana Assessment Program Manual*.

All test examiners should be trained to understand the testing procedures and their responsibilities as test examiners.

### ***Part B: Proctors***

Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may **only** serve as proctors, **not** as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner. Proctors may, however, assist the examiner before, during, and after the test administration.

Neither parents nor students are permitted to serve as test examiners or proctors.

The number of proctors needed for a testing period depends on the grade tested and the level of the students' test-taking experience. As a general rule, one proctor for every 15 students is recommended. Proctors must be trained on test administration procedures before the first testing period.

*Before Testing.* Proctors should help prepare the room for testing, assist in distributing the test materials, and, if necessary, assist in completing the Student Data Grids. For the Mathematics tests, the proctors can assist by preparing the sheets of punch-out rulers for distribution to the students.

*At the Beginning of Testing.* Proctors should be introduced to the students for whom they will be responsible during the testing period.

*During Testing.* Proctors may only assist with the mechanics of taking the test. No additional assistance may be given.

Proctors should adhere to the following guidelines:

- Make certain that each student is working in the correct test session.
- Prevent talking or sharing of answers.
- Offer a neutral response, such as “Decide what you think is correct and then go on” if a student asks “Is this right?”; do not suggest the correct answer to the student.
- Inform the examiner if any unusual problems arise.

*At the End of Testing.* Proctors should assist students in exiting the online test session. Proctors should also assist the examiner in collecting test materials, such as the partial books, and checking the Student Information Questionnaires (SIQs)

## **Part C: School Test Coordinators**

Test Coordinators should review carefully the changes in test administration procedures noted in the *Examiner’s Manual*. Test Coordinators<sup>1</sup> should distribute appropriate manuals during training in a secure group setting. If this or any other aspect of the Test Coordinator’s role is delegated to other personnel, they should be fully aware of proper test security practices and procedures. At the end of the training session, the Test Examiners may retain the examiner’s manual/directions until the test administration with one exception: **the IREAD-3 Test Administration Manual (TAM) Addenda documents must be stored with other secure test documents until the morning of the test administration.** (**IMPORTANT Clarification:** For Spring and Summer 2016, the IREAD-3 TAM may be retained by Test Examiners after training. The IREAD-3 Tam Addenda documents may not be retained by Test Examiners following the training.)

**The School Test Coordinator must ensure the school:**

- Provides Test Security and Test Administration training to all applicable staff.
- Follows security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during, and after testing (i.e., controlling distribution within the building). Materials include those necessary for online and/or paper-and-pencil test administrations.
- Follows procedures located in testing manuals and those outlined by the IDOE, including procedures referring to testing conditions, timing, and instructions.
- Provides the necessary furniture and lighting to allow students to do their best work on the test. (All school personnel involved in administering the test are responsible for the quality of testing conditions.)
- Submits a test for each student who participates in the assessment.
- Reports any missing assessment books or other irregularities to the Corporation Test Coordinator.

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<sup>1</sup> “Test Coordinators”, as used in this document, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, Charter School Test Coordinators, and Choice School Test Coordinators.

## **Part D: Corporation Test Coordinators**

### **The Corporation Test Coordinator must:**

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are discussed and/or reproduced in any manner.
- Ensure ListServ messages and updates from the Office of Student Assessment are distributed to relevant corporation and school staff.
- Ensure all school staff (including but not limited to principals, teachers, custodians, front office staff, etc.) are aware that once test materials are delivered to the corporation office, a school or other location identified by the school corporation, the materials must be securely stored until the materials are in the care of the Corporation Test Coordinator or School Test Coordinator. In the rare but possible event that test materials have been routed to the wrong location, staff must be informed of the locally developed protocol that must be followed to ensure the materials are correctly routed to the Corporation Test Coordinator or School Test Coordinator immediately.
- Ensure all applicable staff receive Test Security and Test Administration training prior to the beginning of testing.
- Ensure all applicable school and corporation staff review and sign the Indiana Testing Security and Integrity Agreement annually by the end of September as described in the *Code of Ethical Practices and Procedures*. (NOTE: For new staff hired after September, the training should be provided and the signed Agreement should be collected and appropriately filed as soon as possible or no later than two weeks prior to the next testing window that occurs after the staff member was hired.) In addition, it is important that a review of the content of the *Indiana Testing Security and Integrity Agreement* is completed with staff prior to each test administration.
- Follow procedures outlined in the *Code of Ethical Practices and Procedures*.
- Follow procedures located in testing manuals and those outlined by the IDOE.
- Return all used and unused (including damaged<sup>2</sup>, large print and/or Braille) assessment books to the testing contractor as directed.

## **Section 5: Formal Training for Staff and Testing Security and Integrity Agreement**

The administrative regulation 511 IAC 5-5-5 requires that “Any individual who administers, handles, or has access to secure test materials at the school or school corporation shall complete assessment training and sign a testing security and integrity agreement to remain on file in the appropriate building-level office each year.”

This includes, but is not limited to, Corporation Test Coordinators (CTCs), School Test Coordinators, Test Examiners, Proctors, and any other individual associated with the testing process. Failure to

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<sup>2</sup> Assessment books and/or answer books that have been contaminated with blood, vomit, or other bodily fluids should **not** be returned. Please refer to the *Test Coordinator’s Manual* for further instructions on how to handle these documents.

participate in the training may result in action by the IDOE against the noncompliant school corporation. The *Indiana Testing Security and Integrity Agreement* is available in *Appendix A* of this manual. This action can include, but may not be limited to, the school corporation being required to develop a corrective action plan (signed by the Corporation Test Coordinator and school corporation's Superintendent) explaining how it will ensure mandatory trainings are completed by all appropriate staff.

## **Section 6: Test Administration**

### ***Part A: Before Testing***

#### **I) Communication with Students Regarding Test Protocols**

It is extremely important that the following expectations are clearly communicated to students prior to the start of test administration:

- It is a violation of test security procedures for students (or staff) to discuss or paraphrase test questions/materials (in person, by phone, via texting or social media, or any other communication vehicle) with anyone, including, but not limited to, other students (other students not only refers to students within the same school but also applies to any Indiana student). Student-level consequences for any such violations will be determined by the local school corporation. However, consequences for school corporations will be determined by the Indiana Department of Education.
- It is a violation of test security procedures for students (or staff\*) to have access to cell phones or any other unauthorized device during testing. Student-level consequences for any such violations will be determined by the local school corporation. However, consequences for school corporations will be determined by the IDOE.
  - \* The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.
- It is a violation of test security procedures for students (or staff) to take pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share pictures or snapshots of test materials with anyone. Student-level consequences for any such violations will be determined by the local school corporation. However, consequences for school corporations will be determined by the IDOE.
- It is a violation of test security procedures for students (or staff) to review or respond to test questions ahead of the test session the student is currently completing. Please review the *Students Who Proceed to Another Test Session Without Permission* guidance in the "Order of Test Sessions" section of this Chapter for more details. Student-level consequences for any such violations will be determined by the local school corporation. However, consequences for school corporations will be determined by the IDOE.
- It is a violation of test security procedures for students to review or change answers in test sessions that were previously completed prior to the student working in his/her current test session. Student-level consequences for any such violations will be determined by the local school corporation. However, consequences for school corporations will be determined by the IDOE.

## 2) Acceptable Teacher Practices for Student Preparation

The following are examples of actions that can take place prior to the opening of a test window for a standardized test. A teacher MAY:

- Incorporate and review English/language arts and mathematics standards when reviewing other subject areas.
- Review assessment objectives as part of a general review of critical curricula.
- Give students enough practice with various item formats of assessments to ensure that assessments measure students' knowledge and understanding, not their test-taking skills.
  - Extensive use of test practice materials is not appropriate (see below for details).

The following are examples of actions that **CANNOT** take place at any time during the school year. A teacher may NOT:

- Use current, past, or parallel test items as test preparation materials—except when those items have been released specifically for test review purposes by the IDOE via posting on the web.
  - It is also not acceptable to use *unreleased* test items, making minor alterations in those test items (such as changing the order of multiple-choice answers) and using such materials for review or instruction.
- Call students' attention to the fact that a similar question is on the assessment.
- Develop and use elaborate review materials (workbooks, worksheets, live or online lessons, etc.).
  - Educators need to be good consumers of practice items, making sure the items used truly align to standards and not making the items exclusively the curriculum.
  - Examples of elaborate review materials include:
    - A large packet of review items that takes a significant time away from daily classroom instruction
    - Review items that paraphrase or mirror actual test items
    - Drilling students on items from a review booklet that accompanies the textbook or digital curriculum
      - Educators need to use best practice with these types of materials.
      - Appropriate use of the items that align might include a daily warm-up activity.

The following are examples of actions that **CANNOT** take place after the testing window for a standardized test has opened. A teacher may NOT:

- Teach test content that has not been previously covered during the time period *immediately preceding* the assessment (“cramming”).
- Review standards and concepts with only those students to be assessed.
- Review only the *Indiana Academic Standards* tested by the assessment.
- Review only those objectives on which students performed poorly on previous assessments.



### 3) Display of Reference Materials

Please note that guidelines are in effect regarding the display of reference materials during testing at all grades. Testing spaces must be appropriately prepared for the administration of standardized assessments.

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

- I. All posted materials, such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

This includes, but is not limited to, the following items:

- i. Multiplication tables
  - ii. Tables of mathematical facts or formulas
  - iii. Fraction equivalents
  - iv. Number lines and coordinate planes
  - v. Writing aids
  - vi. Punctuation charts
  - vii. Spelling or vocabulary lists
  - viii. Phonics charts
2. All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
3. All support materials that teachers might remove if they were giving their own unit tests in those subject areas.

The following material **MAY** be posted:

- Alphabet Chart (containing letters *only*)

You may discuss concerns about the appropriateness of specific displays with your Corporation Test Coordinator or by contacting the Office of Student Assessment.

### 4) Built in Accessibility Tools and Allowable Resources and Strategies for ALL Students (Appendix C)

Particular resources and strategies that are used during instruction are also allowable for all students with regard to assessments, and therefore are not considered accommodations. Also, ISTEP+ Part 1 and Part 2 Assessments, as well as IREAD-3 and ECAs, have online tools that are available for all students. Please refer to *Appendix C* for more details.

### 5) Assessment Experience

Opportunities are provided for students, educators, parents, and community members to “experience” sample test items representing the type of questions that students will see on state assessments. Also,

some of the online accommodations are available to try out. Visit the IDOE Assessment website for more information: <http://www.doe.in.gov/assessment>.

## **6) Testing Accommodations**

Test examiners are required by law to be familiar with the testing accommodations approved for students with disabilities, students with Limited English Proficiency, and students with medical conditions covered by Section 504 of the Rehabilitation Act. The Test Coordinator is responsible for making sure that test examiners are aware of all test accommodations a student will need prior to a test session and for ensuring that test examiners receive training to provide appropriate accommodations. **If a student is not provided a test accommodation listed in his or her IEP, Section 504 Plan or Individual Learning Plan (ILP), the school must submit a *Testing Irregularity Report* and notify the student's parent.**

## **7) Practice Tests**

The purpose of a Practice Test is to familiarize students with the types of items that are part of the operational test administration. For online testing, students also need to become comfortable using online testing tools.

Schools may implement the required Practice Test portion of the testing program in one of two ways. A Practice Test may be administered in a traditional setting, as a test session (much like the operational test), or the items from a Practice Test may be used instructionally. Corporation Test Coordinators are provided guidance regarding use of Practice Test items in an instructional manner to share with schools.

## **Part B: During Testing**

### **1) Testing Irregularity / Testing Security Concerns**

#### **a) Complaints and Investigations**

Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must, at a minimum, be locally documented and reported to the School Test Coordinator, building principal and Corporation Test Coordinator.

Each school shall investigate and report any complaint of inappropriate testing practices and testing security issues according to the *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* as established and published pursuant to 511 IAC 5-5-4. (See *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* in Appendix A and the *Testing Concerns and Security Violations Report* and *Testing Irregularity Report* forms in Appendix B). Corporation Test Coordinators must be promptly made aware of inappropriate testing practices, testing irregularities and testing security issues. In addition, the Corporation Test Coordinator must sign each *Testing Irregularity Report* form prior to submission to the Indiana Department of Education, Office of Student Assessment.

### **b) Interruption to Testing**

When an interruption to testing has occurred, the test session can be completed IF the test examiner is aware of the amount of time that remains in the test session. For example, if the fire alarm goes off, the first step is for the test examiner to write down the current time. While students are waiting outside during the fire alarm emergency, the test examiner must not permit students to discuss the contents of the test. Upon returning to class, the test examiner may resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session. **Once a test session has started, the session must be completed during the same school day.**

Following the interruption, a written report (i.e., the *Testing Irregularity Report* form) detailing the interruption must be submitted (via fax or email) to the Indiana Department of Education, Office of Student Assessment. For more information, please refer to *Appendix B* of this manual.

### **c) Review of Inappropriate Actions During Testing**

Corporation Test Coordinators and School Test Coordinators must ensure staff are informed **it is NEVER appropriate to:**

- Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
- Allow students to use any type of mechanical or technical devices (calculators, computers) unless the test directions allow such use, or the device is documented as a necessary and allowable testing accommodation (see *Appendix C*).
- Answer students' factual questions regarding test items or vocabulary.
- Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, Individual Learning Plan (ILP), or nonpublic school Service Plan). In no case may reading comprehension questions be read to the student.
- Alter students' answers after testing.

## **2) Prohibition of Cell Phones and Other Electronic Devices**

Cell phones and other personal electronic devices not directly used in the administration of the test should not be present in the testing environment. This applies to both students and adults. (The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.)

All schools must inform staff and students that cell phones and other personal electronic devices not directly used in the administration of the test cannot be present in the testing environment. In addition, schools must have a plan in place for ensuring students do not have access to cell phones and other personal electronic devices during testing (i.e., a plan for the collection and secure storage of such devices).

In the event that cell phone is found in a student's possession while test materials are present, please follow the action steps outlined in the *Social Media and/or Device Concern Report* form in *Appendix B*.

### 3) Providing Directions

When reading directions aloud, test examiners must ensure that all students understand what is expected of them on the test and that students have the opportunity to ask questions regarding the instructions at that time. Test examiners and proctors **MUST NOT** answer questions about specific test items, but they may repeat initial test session directions as described in the Examiner's Manual.

### 4) Monitoring

Test questions are not to be reviewed by anyone other than the student during the test session, with two exceptions: 1) test examiners/proctors administering IREAD-3, as the IREAD-3 *Test Administration Manual (TAM)* **Addenda documents** contain test content; and 2) test examiners/proctors that are providing read-aloud accommodations.

Test examiners and proctors must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for test examiners and/or proctors to leave the room, to concentrate on other tasks or materials, or to otherwise ignore what is happening.

Test examiners and proctors must ensure that all students:

- Follow instructions.
- Respond in the appropriate places in answer documents.
- Do not exchange answers.
- Do not interfere with or distract others.
- Use only permitted materials and devices.

**In addition, school administrators should have a plan in place to monitor during testing to ensure staff are adhering to test administration and test security protocols with fidelity.**

### 5) Order of Test Sessions

Test sessions on state accountability assessments **MUST** be given in order within a content area. For example, when administering the Mathematics test sessions, *Session 1* must be administered first, followed by *Session 2*. The content area order may be determined locally. Either Mathematics OR English/language arts must be administered first, followed by the other content area (Math or ELA) second. Science or Social Studies, if applicable, is administered third. The decision to administer Math or ELA first may be made by grade level in each individual school. For example, the administration of ELA may take place for one grade level, while students in another grade level are taking the Math portion of the assessment.

It is not permissible to alternate test sessions from one or more content areas. *All of the test sessions for a content area must be administered in order prior to administering test sessions from the next content area* **with one exception:** If a student has been **absent**, the student begins or resumes testing with his/her class. Missed test sessions are made up during a scheduled make-up session prior to the end of the testing window.

Book II test administration follows the completion of all operational test sessions. Book II test administration is required for sites selected to participate as part of the statistical sample.

Students Who Proceed to Another Test Session Without Permission: If a student has completed one session of a test and has proceeded to the next session without receiving specific instructions from a test examiner to do so, then the assessment has been mis-administered. The standard consequence of mis-administering a test session is the invalidation of that test session. In order to be fair to students—and given the nature of this problem—the following guidelines have been developed to provide direction for the test examiner:

- If a test examiner discovers that a student has proceeded to another test session without proper instructions to do so, but has only accessed questions in the test book after turning the page once to start the next test session, the test examiner must immediately stop the student and take the assessment book from that student. The student will be allowed to finish the remaining portion of the partially completed test session when all other students are scheduled to complete that test session. However, the student may not change the answers to questions he or she already has attempted.
- If a test examiner discovers that a student has proceeded to another test session without proper instructions to do so, and has accessed questions beyond the initial page(s) in the next test session—i.e., turned more than one page—the test examiner must immediately stop, take the assessment book from that student, and contact the Office of Student Assessment for assistance by calling (317) 232-9050 or (888) 544-7837. The test session may need to be invalidated; in this case, the student will not be allowed to complete the test session. The student should, however, be allowed to complete any other test sessions that have not yet been attempted.

## 6) Invalidations

Follow instructions for invalidation of a test session in the *Examiner's Manual*. It is important to note that invalidation **is not reversible** once a testing window has closed.

It is critical that school administrators promptly contact parents in the event that their child's assessment is invalidated to inform parents about the circumstances that led to the invalidation and also to provide advance notice that their child's Individual Student Report will reflect the invalidation. While initial contact can be made by phone, it is important that more formal documentation (i.e., a copy of a letter or email notification sent to applicable parents) of the parental contact is kept locally on file.

## Part C: After Testing

### I) Transcribing

Transcribing occurs *after* the administration of the state-required assessments in several situations, including, but not limited to, the following scenarios.

- a. The student circled (or otherwise marked) his/her answers directly in the test book on the multiple-choice portion of the test.
- b. The original test book becomes damaged or unreadable.

In either of these instances, transcribing is not considered an accommodation.

The steps for transcribing can be found in the *Test Coordinator's Manual* for the specific assessment, including directions on how to handle, transcribe, and return damaged and large print test books.

## **2) Disposal and Return of Testing Materials Following Administration**

Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a breach of test security.

Please refer to the *Test Coordinator's Manual* for directions on the proper packaging and return of assessment materials. For the accurate scoring of student assessments, it is critical that the documents are returned on time and to the appropriate vendor.

Failure by a school corporation, charter school, Choice school, or accredited nonpublic school or its employees to return all test materials may be considered as an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7 or the school corporation being required to develop a corrective action plan (signed by the Corporation Test Coordinator and school corporation's Superintendent), explaining how it will ensure testing materials are disposed of and returned appropriately in the future.

## **Section 7: Guidance for Specific Categories of Students**

### ***Part A: Foreign Exchange Students***

Neither Indiana nor Federal law provides any exemption from assessing foreign exchange students. Foreign exchange students, therefore, must participate in ISTEP+ (including grades 3-8 and 10, as well as applicable ECAs if the student is seeking an Indiana diploma).

### ***Part B: Limited English Proficient Students and Federal Flexibility***

- ISTEP+ and ISTAR (Grades 3-8 and 10) – While corporations are required to administer ISTEP+ math, science and social studies assessments to limited English proficient (LEP) students who have been enrolled in U.S. schools for less than one year, the annual English Language Proficiency assessment may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility. Students that are considered newly enrolled are those who enrolled in schools within the United States after March 1, 2015, or have been enrolled for less than 12 cumulative months. Federal Flexibility is a corporation-level decision for grades 3-8 and 10 and may not be based on individual students or schools.
- ECAs (End of Course Assessments) – As the Algebra I and English 10 ECAs are administered to grade 10 students in 2015-16 as a graduation examination **only**—i.e., the ECA tests are no longer used for school accountability in grade 10. Therefore, Federal Flexibility is not applicable for ECAs in 2015-16.

### ***Part C: Students with Temporary Conditions that Affect Ability to Take Test***

School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the manner in which the student would normally participate. If such an instance occurs, the school should draft an ***Emergency / Temporary Accommodation Plan under 511 IAC 5-2-4(b)***. This document is generated locally and must include a description of what took place,

detailing the appropriate accommodation(s). The school is required to notify the student's parents of the planned accommodation(s), and to document the accommodation(s). This document is part of the student's permanent record and needs to be kept on file locally.

It is not necessary to document the accommodation on the *Student Information Questionnaire (SIQ)* since the student does not have a Section 504 Plan or an IEP. A paper form can be ordered and if a scribe is needed, follow the instructions for scribing in the specific *Test Coordinator's Manual*. If the student will be typing their response, follow the *Computer-Generated Response Directions* in the specific *Test Coordinator's Manual*.

## **Part D: Students with Health-Related Concerns**

Some students have health-related concerns that must be taken into account during a state-required assessment. For example, a student is required to take medication in the school clinic at 10:00 a.m. each day. Although the best case scenario is to schedule the assessment around it, this is not always possible. Please note that the student is permitted to leave the classroom for such health-related concerns during a test session *as long as the teacher documents the length of time the student is absent from the classroom* (in this case, to take the medication). The student in this particular case would be allowed the total number of minutes for the test session despite the need to visit the school clinic. **Please note that students may complete an interrupted test session only within the same school day.**

## **Part E: Illness During Testing**

Schools must have a clear and consistent policy that defines "excused illness." The assessment window will generally allow enough time for a student to make up a missed portion of the assessment due to an illness.

It is expected that the vast majority of students will complete state-required assessments. Under no circumstances may a student who is legitimately ill be required to attempt the test, and no assessments may be given after the end of the testing windows established by the Indiana State Board of Education.

If a student has started a test session and is unable to complete it due to illness, the school may need to invalidate that particular session. If so, school staff should document the test session that is not completed, complete an invalidation form, and distribute the form to the appropriate personnel. Additionally, parents must be notified of the test invalidation. Invalid tests must be returned for scoring. Documentation surrounding the invalidation should be kept at the local school. For assistance regarding invalidation, please contact the Office of Student Assessment by calling (317) 232-9050 or (888) 544-7837.

***If a student becomes ill and goes home or leaves school grounds and then returns within the same day or returns the next day to complete the test session, the student cannot be permitted to finish the test session because the validity of the student's test session has been compromised due to the student leaving school premises.***

If a student has completed the majority of a test session prior to becoming ill, contact the Office of Student Assessment by calling (317) 232-9050 or (888) 544-7837 for assistance in determining whether to invalidate the session.

## ***Part F: Students with Medical Emergencies During Testing***

Students with acute, short-term minor illnesses, injuries, or conditions are NOT eligible for a Medical Exemption for Accountability. Examples include concussions, broken bones, and test anxiety. Schools can provide necessary accommodations to students with temporary conditions through an emergency/temporary plan under 511 IAC 5-2-4(b) found under Part C above. Under no circumstances may a student who would be considered too ill to attend school or regular class be required to attempt the test. Students for whom emergency/temporary accommodations cannot be made and cannot participate in an assessment during a particular testing window, but do not qualify for a Medical Exemption for Accountability, will be included in the Students Not Tested (DOE-NT) submission in the fall.

If the student is able to receive instruction during the testing window, including off-site instruction (e.g., at home or in the hospital/facility), the student is generally able to participate in an assessment.

## ***Part G: Medical Exemption for Accountability***

The Medical Exemption for Accountability is intended for rare and unique situations in which a significant medical emergency prohibits a student's participation in academic activities, including any statewide assessments. Examples of a significant medical emergency may include long-term hospitalization without access to academics, severe trauma, mental health crisis with a finding that the student is dangerous to self and others, or placement in hospice care. A significant medical emergency renders the student incapable of participating in ANY academic activities, including statewide assessments, during a particular testing window.

Medically fragile students are expected to participate in statewide assessments unless a significant and documented medical emergency exists, in addition to the medical fragility, during the testing window.

The significant medical emergency must be identified and verified in writing by the student's physician and included with the Medical Exemption Student information form found at [www.doe.in.gov/assessments](http://www.doe.in.gov/assessments) under *2015-16 Indiana Assessment Program Manual*.

## ***Part H: Homebound Students***

Students who are normally enrolled in a public school, charter school, accredited nonpublic school, or Choice school, but who are physically unable to attend school and receive current instruction in their homes, are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, a paper form can be ordered and the assessment can be administered during the student's scheduled service hours within the testing window, as long as the student does not have contact with other students. The test must be stored securely at all times, including during transport to and from the student. It is essential to document the custody of the test document during the test administration to ensure security related to testing materials. If such a student requires special testing accommodations, please refer to *Appendix C*.



## **Part I: Nonpublic Schools and Home-Schooled Students**

### Students in accredited nonpublic schools:

Students enrolled in accredited nonpublic schools must participate in state-required assessments (IC 20-32-2-3) at the accredited nonpublic school.

### Students in non-accredited nonpublic schools:

Students enrolled in nonpublic schools that are not accredited may not participate in state-required assessments at their nonpublic school.

### Students in home schools:

Students enrolled in home schools may not participate in state-required assessments.

### Students with dual enrollment\* (public and accredited nonpublic schools):

If a student has dual enrollment in a public school and an accredited nonpublic school, the student is subject to required participation in state-required assessments at either the public school or the accredited nonpublic school.

### Students with dual enrollment\* (public and non-accredited nonpublic schools, including home schools):

If the student has dual enrollment in a public school and a non-accredited nonpublic school (including home schools), the student is considered a public school student and must participate in state-required assessments in the public school.

*\*To qualify for dual enrollment, the student must receive educational services from the school corporation; that is, the student must be enrolled in the school and participate in at least one course or curriculum program that is part of the public school's regular instructional day. The student must be included in the school corporation's Average Daily Membership (ADM) count on a full-time equivalency basis as provided in IC 20-43-4-6. Students participating only in extracurricular activities are not considered enrolled.*

### Students in non-accredited nonpublic schools or home schools receiving special education services (not enrolled in a public school or accredited nonpublic school):

Although school corporations are required to offer special education services to these students, the students do not participate in state-required assessments.

## **Part J: Suspended Students**

It is the responsibility of an accredited public or non-public school to administer applicable assessments to all of its enrolled students, as appropriate, including those students who may be suspended from school during the assessment window. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present to ensure good behavior, etc.).

## **Part K: Expelled Students**

Except for a special education student who has been removed from the student's regular school setting and who is entitled to continue to receive educational services, a public school is not required to provide any services to a student who has been expelled. However, if the school provides any educational services (alternative education, special education, "last chance" program, etc.) to a student

who has been expelled or who faces expulsion, the school must administer state-required assessments to the student.

A school may provide state-required assessments to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present to ensure good behavior, etc.). If a student is tested through an alternative education program, the student's scores will be aggregated with the results of the school corporation.

### ***Part L: Students in Alternative Schools/Programs or Private Residential Treatment Facilities***

If a student is in an alternative school or program the student will receive educational services from the local school corporation, which includes participation in state-required assessments. The school corporation must follow all test administration requirements and may administer state-required assessments in the alternative setting or at another location within the school corporation. If such a student requires a paper form of an assessment during an "online only" administration, please refer to the Request for Non-Standard Assessment Accommodation form in Appendix B.

As provided by IC 20-26-11-11.5, if a student is placed in a private residential treatment facility described in IC 31-9-2-115(a)(1) by a physician, and the student receives educational services provided by the facility, the corporation of legal settlement is responsible for ordering and delivering the test materials as well as including the facility staff in formal training. The corporation of legal settlement must also have a testing security and integrity agreement on file for this staff (Refer to Section 5 and 8 of this chapter). The student's scores will be aggregated with the results of the corporation of legal settlement. If such a student requires a paper form of an assessment during an "online only" administration, please refer to the Request for Non-Standard Assessment Accommodation form in Appendix B.

If a student is placed in a private residential treatment facility by a physician, but the facility does not provide educational services to the student, the corporation of legal settlement is responsible for the student's participation in state-required assessments. The corporation of legal settlement must follow all test administration requirements and may administer state-required assessments in the private residential treatment facility. The student's scores will be aggregated with the results of the corporation of legal settlement. If such a student requires a paper form of an assessment during an "online only" administration, please refer to the Request for Non-Standard Assessment Accommodation form in Appendix B.

### ***Part M: Students in Correctional Facilities***

If a student is in a local juvenile or adult facility that does not have an educational program, the student will receive educational services from the local school corporation, which includes participation in state-required assessments. The school corporation must administer state-required assessments in the secure facility and follow all test administration requirements. If such a student requires a paper-and-pencil form of the test during an "online only" administration, please refer to the *Request for Non-Standard Assessment Accommodation* form in Appendix B. The Department of Correction (DOC) will test students in DOC facilities.

## **Section 8: Scoring and Reporting**

This section, *Scoring and Reporting*, applies to the ISTEP+ program, including grades 3-8 and 10, as well as End of Course Assessments.

### ***Part A: Scoring Process of the Applied Skills Assessment Books***

Indiana's test contractors employ qualified readers in English/language arts, mathematics, science, and social studies. Each applicant must hold a minimum of a bachelor's degree from an accredited college or university. Teaching experience in English, mathematics, science or social studies is preferred, and many past readers have held Indiana teacher licenses. Table leaders, who meet the qualifications for a reader and have additional training and experience, supervise the readers. Many table leaders have extensive experience with ISTEP+. All readers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. The entire scoring process is monitored continually. Readers are monitored during scoring to ensure reliability; any readers with unacceptable levels of reliability are retrained or replaced.

### ***Part B: Aggregate Test Results and Special Accommodations***

The Spring 2016 ISTEP+ test results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

- General education
- Special Education
- Limited English Proficient (LEP)
- Socioeconomic Status (SES)
- Gender
- Ethnicity

### ***Part C: Test Results***

As per IC 20-32-5-9, school corporations/charter schools/accredited nonpublic schools must promptly provide parents with information to access their child's test results.

### ***Part D: Requesting a Rescore of a Student's Test***

According to IC 20-32-5-9, "A student's parent or guardian may request a rescoring of a student's responses to a test, including a student's essay." A parent may request to have an open-ended item rescored if he or she has evidence of incorrect scoring. The rubrics are distributed with the Applied Skills images and are found in the *Released Items and Scoring Notes* sections of the ISTEP+ and ECA webpages. A rescore should not be requested solely based on the student's scale score. It should be stressed that the scores obtained through rescoring will be final. Parents should also be aware that scores resulting from the rescore process are unlikely to be more than a few points different from the original score, if the score is changed at all. Rescores must be requested within the published rescore window.

## **Section 9: Test Security**

### **Part A: Overview**

The purpose of this section is to describe what constitutes unethical practices related to the security of assessment materials, including those related to online and/or paper-and-pencil test administrations, before, during, and after test administration. Prior to the release of specific items by the IDOE, all assessment materials are considered secure. Pursuant to 511 IAC 5-5-3(e), noncompliance with the *Code of Ethical Practices and Procedures* may result in action by the IDOE under IC 20-28-5-7. In addition, pursuant to 511 IAC 5-5-3(f) the Department has the authority to enforce applicable intellectual property laws.

Currently, assessment books are shipped to each Indiana school corporation, accredited nonpublic school, charter school, and Choice school about three weeks prior to the start of the assessment window. These books remain in corporations and schools up to one week after the test window ends. This schedule results in assessment books being in the corporation or schools for approximately six or seven weeks. This length of time makes security of the assessment books a critical responsibility.

School corporation, accredited nonpublic school, charter school, and Choice school administrators must develop, implement and assess procedures for the secure storage, administration and delivery of standardized test books back to the IDOE via the test contractor. **Failure by a school corporation or its employees to securely store, administer and return all test books may be considered as an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7.**

### **Part B: Secure Materials**

Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to participate in testing.

**Under no circumstances may personnel view student test materials prior to administering the assessment.**

### **Part C: Test Security Violations**

**It is a violation of test security to:**

- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason.
- Alter answer documents after testing.
- Share actual or paraphrased test items or student responses in a public forum.
- Comment on test content in a public forum.

- Post actual test content or paraphrase test content on social media.
- Take pictures of test materials.
- Email, text, or instant message actual or paraphrased test content.
- Deviate from the prescribed administration procedures specified in the *Examiner's Manual*.
- Make answer keys available to examinees.
- Review test questions prior to, during or after test administration.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by the Indiana Department of Education.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.

### ***Part D: Required Local Test Security Policy***

Every school corporation, public school, charter school, accredited nonpublic school, Choice school, or other test administration location that administers tests under the Indiana Assessment System **MUST** have a locally developed written test security policy. The test security policy developed by the entity should:

- Specify that secure test materials should not be delivered to school buildings more than one week (preferably less) in advance of test administration;
- Specify that teachers and other school staff members are not allowed access to secure materials (except for the *Examiner's Manual*) more than 24 hours in advance of test administration; and
- Describe the entity's plan for ensuring the security of assessment materials during testing and storage of all secure assessment materials before, during, and after testing. All test materials should be stored at a central location under lock and key.

Locally developed written Test Security Policies should include, but not be limited to, the following:

A description of the entity's procedures/plan to:

1. Ensure that all appropriate staff have knowledge of the *Code of Ethical Practices and Procedures* and understand how to secure, administer, and handle the assessments while in their possession;
2. Ensure all appropriate staff receive test administration and test security training prior to testing;
3. Ensure staff members that will provide students with testing accommodations are familiar with each student's individual accommodation needs as per the student's Individual Education Plan (IEP), Individual Learning Plan (ILP), and/or Section 504 Plan prior to testing;
4. Ensure staff members that will provide students with testing accommodations receive focused training on providing such accommodations prior to testing;
5. Communicate to all appropriate staff at least once annually the standards for determining what is ethical or appropriate practice contained in the *Code of Ethical Testing Practices and Procedures* as well as any additional local standards.

6. Define and clearly communicate at least once annually for all appropriate staff how staff implementation of test administration and test security standards and procedures will be monitored by school administrators.
7. Define and clearly communicate at least once annually for all appropriate staff all security procedures established for each assessment.
8. Provide any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.
9. Establish a testing schedule.
10. Establish an access policy for test materials that allows only appropriate staff to have access to test administration manuals prior to the administration of the test, but prohibits the reviewing of any secure test questions before, during, or after the assessment administration.
11. Establish a process that ensures all student assessments are secure when they are not being administered.
12. Establish procedures for reviewing practices and materials used in the entity to prepare students for assessments, and communicating these procedures at least once annually to all appropriate staff.
13. Review annually school materials and practices related to preparing students for assessments, administering assessments, securing assessments, and interpreting the results from assessments. The description must include an explanation regarding how the school corporation will ensure test preparation materials used by school staff are appropriate and do not violate test security protocol.
14. Monitor testing to ensure staff are administering assessments with fidelity in terms of testing protocols/procedures and staff are appropriately providing students with accommodations included in their IEPs, ILPs, or Section 504 Plans.
15. Provide channels of communication that allow teachers, administrators, students, parents, and other community members to voice their concerns about testing practices they consider inappropriate (see the *Testing Concerns and Security Violations Report* form in Appendix B).
16. Establish procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and ensuring protection of both the rights of individuals and of the integrity of the assessment.
17. Investigate any complaint of inappropriate testing practices or testing irregularities according to the *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* as established and published pursuant to 511 IAC 5-5-4 (see Appendix A).

### **Part E: Fidelity and Integrity: Requirements and Potential Consequences**

Any individual with a license granted by the IDOE who violates the *Code of Ethical Practices and Procedures* as established and published pursuant to 511 IAC 5-5-3 may face disciplinary action under IC 20-28-5-7, 511 IAC 5-5, and/or other applicable remedies available under state and federal laws. Violations of test security, pre-test activities, testing conditions, and post-test activities may result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.